U.S. Department of Education

2016 National Blue Ribbon Schools Program

[X] Public or	r [] Non-public
For Public Schools only: (Check all that apply) [X] Title	e I [] Charter [] Magnet [] Choice
Name of Principal Mr. Stephen Prew	
	., etc.) (As it should appear in the official records)
Official School Name Kent Heights Elementary Scho	
(As it should appear in	the official records)
School Mailing Address <u>2680 Pawtucket Avenue</u>	
	x, also include street address.)
City East Providence State RI	Zip Code+4 (9 digits total) <u>02914-3349</u>
County Providence County	
Telephone (401) 435-7824	_ rax
Web site/URL http://www.epschoolsri.com/kent	E-mail_sprew@epschoolsri.com
Twitter Handle Facebook Page	Google+
YouTube/URL Blog	Other Social Media Link
I have reviewed the information in this application, in Eligibility Certification), and certify, to the best of my	including the eligibility requirements on page 2 (Part I- y knowledge, that it is accurate.
	Date
(Principal's Signature)	
Name of Superintendent* Mrs. Kathryn Crowley (Specify: Ms., Miss, Mrs.,	
District Name East Providence	Tel (401) 435-7500
I have reviewed the information in this application, i	including the eligibility requirements on page 2 (Part I-
Eligibility Certification), and certify, to the best of m	
<i>y</i> , <i>y</i> ,	
(Superintendent's Signature)	Date
(Supermendent 3 Signature)	
Name of School Board	
President/Chairperson Mr. Charles Tsonos	
	Mrs., Dr., Mr., Other)
I have reviewed the information in this application, i Eligibility Certification), and certify, to the best of my	including the eligibility requirements on page 2 (Part I- y knowledge, that it is accurate.
	Date
(School Board President's/Chairperson's Signature)	
The original signed cover sheet only should be converted t	to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

- 1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
- 2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
- 3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
- 4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
- 5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
- 6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
- 7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
- 8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
- 9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
- 10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- 11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1.	Number of schools in the district	<u>8</u> Elementary schools (includes K-8)		
	(per district designation):	2 Middle/Junior high schools		

2 High schools 0 K-12 schools

<u>12</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is loc	ated:
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[X] Urban or large central city
[] Suburban with characteristics typical of an urban area
[] Suburban
[] Small city or town in a rural area
[] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	Grade # of		Grade Total	
	Males			
PreK	0	0	0	
K	25	26	51	
1	21	32	53	
2	23	29	52	
3	33	21	54	
4	31	22	53	
5	21	23	44	
6	0	0	0	
7	0	0	0	
8	0	0	0	
9	0	0	0	
10	0	0	0	
11	0	0	0	
12 or higher	0	0	0	
Total Students	154	153	307	

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4. Racial/ethnic composition of the school:

2 % American Indian or Alaska Native

4 % Asian

16 % Black or African American

6 % Hispanic or Latino

0 % Native Hawaiian or Other Pacific Islander

62 % White

10 % Two or more races

100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 9%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer	
(1) Number of students who transferred <i>to</i>		
the school after October 1, 2014 until the	14	
end of the 2014-2015 school year		
(2) Number of students who transferred		
<i>from</i> the school after October 1, 2014 until	12	
the end of the 2014-2015 school year		
(3) Total of all transferred students [sum of	26	
rows (1) and (2)]	20	
(4) Total number of students in the school as	200	
of October 1, 2014	288	
(5) Total transferred students in row (3)	0.090	
divided by total students in row (4)	0.090	
(6) Amount in row (5) multiplied by 100	9	

6. English Language Learners (ELL) in the school:

22 Total number ELL

Specify each non-English language represented in the school (separate languages by commas): Portuguese, Hindi, Spanish

7 %

7. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 193

8. Students receiving special education services: 15 %

47 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

0 Deaf-Blindness12 Specific Learning Disability0 Emotional Disturbance11 Speech or Language Impairment

<u>0</u> Hearing Impairment <u>0</u> Traumatic Brain Injury

0 Mental Retardation 0 Visual Impairment Including Blindness

0 Multiple Disabilities 10 Developmentally Delayed

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- 9. Number of years the principal has been in her/his position at this school: 1
- 10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists	
e.g., reading, math, science, special	9
education, enrichment, technology,	9
art, music, physical education, etc.	
Paraprofessionals	5
Student support personnel	
e.g., guidance counselors, behavior	
interventionists, mental/physical	
health service providers,	3
psychologists, family engagement	
liaisons, career/college attainment	
coaches, etc.	

- 11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1
- 12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	95%	95%	95%	90%
High school graduation rate	0%	0%	0%	0%	0%

13. For high schools only, that is, schools ending in grade 12 or higher.

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The mission of Kent Heights Elementary School is to give our children a global education by providing the very best educational opportunities through a strong home-school relationship and the use of innovative and research based instructional strategies. Through continuous monitoring and reflection, we will use all available resources to ensure that every child reaches his/her potential.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Kent Heights Elementary School is a Title I school with a diverse population. We foster a love of teaching and learning and offer an excellent academic program that successfully integrates technology into the curriculum. In addition to providing school wide Title I services, our students receive ESL, speech, OT, PT, and special education services. Kent Heights is a welcoming and strong learning community with an ideal school climate, eager students, a committed faculty and parents/guardians, a focused leadership team, and dedicated volunteers. Together, the school community successfully embraces and implements programs that are aligned to the Common Core State Standards, which support a culture of achievement. The mission of Kent Heights Elementary School is to give our children a global education by providing the very best educational opportunities through a strong home-school relationship and the use of innovative and research based instructional strategies. Through continuous monitoring and reflection, we use all available resources to ensure that every child reaches his/her potential.

The school is located on farm land that was donated by the Kent Family who farmed the area in the 18th century. What is truly unique about our school is that ancestors from the Kent Family have continuously been members of our school community throughout the years, as students, parents/guardians, educators and administrators.

Kent Heights School is one of eight public elementary schools in East Providence. The school was built in 1922 and has since undergone a few expansions. This original structure, located on Pawtucket Avenue, included six classrooms. As the East Providence population increased, four classrooms were added in 1955. In 1985, an addition was built to include five more classrooms, administrative offices and a gymnasium/cafeteria. The Kent Heights Elementary School building underwent construction in 2003 to provide a safe, healthy and handicapped-accessible environment. The original building and the 1955 addition were razed and replaced with eleven new classrooms. Approximately 300 students in kindergarten through fifth grade are currently enrolled and actively engaged in numerous educational and enriching activities.

There is a long history of working closely with families and the community in a variety of ways. We organize and participate in the annual Townie Pride Parade, International Walk to School Day, Relay for Life, and Reading Week activities. For instance, our One Book One School Night, draws over 300 people annually who come to celebrate and share the joy of reading with our school community. In addition, families join their children for lunch, as well as participate in Trading Post and Parent Cafe. Our students are provided with enriching opportunities after school that are coordinated by our PTA. As a community, we are also recipients of a Safe Routes to School grant in which the infrastructure around our school is improved for the betterment of the community. We have also partnered with Lowe's to beautify our courtyard and built two playgrounds on school property with community members. Our chorus students performed in a Benny's commercial that ran through the holiday and spring seasons. Our third through fifth grade students participate in Girls on the Run, which is coached by staff members and an administrator. Our school community has also been very active in raising funds for various charities throughout the state and country such as Pennies for Patients, American Heart Association, The Tomorrow Fund's children's pediatric oncology clinic, The Autism Project, Gingerbread Express which provides families with gifts during the holiday season, Crossroads Rhode Island, food and water drives, just to mention a few.

One of our great milestones is bringing our school into the 21st century. Each classroom enjoys the benefit of technology. As a result of school-based grants and district funding, each classroom has a SMART Board, several computers, iPads, Chrome books, laptops, and a host of various educational software and programs which allow our students to access the curriculum. Other elementary schools in our district have followed suit, as our school was the model technology elementary school for the district. Our technology has made monitoring student progress, providing feedback, and using data to drive instruction more efficient, as well as providing our students with opportunities to assess, create, and develop a variety of skills that help them achieve success.

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Kent Heights is a Feinstein Leadership Elementary School that is a culturally diverse and educationally vibrant community in which stakeholders take pride and have a keen interest in the success of each student. With a student-centered shared philosophy, each student belongs to the entire staff and together we work diligently to meet their needs. Every student is our student, regardless of grade or teacher.

In an effort to meet our students' diverse needs, the entire school community incorporates Positive Behavioral Interventions and Supports (PBIS) into our Kind, Hardworking and Safe (KHS) motto. We utilize Response to Intervention (RtI) strategies to meet students' needs by consistently collaborating with coaches, teachers, parents, support staff and administration. For instance, literacy and numeracy interventionists work closely with classroom, special subject, resource, ELL teachers, as well as the school social worker and psychologist, speech pathologist, teacher assistants, supervisory aides, and even our principal. Together we take an active role in providing students with research-based interventions and each educator puts forth the effort to help each student.

Our school community creates a family-like environment focusing on the very best educational and social/emotional program for each child.

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PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Kent Heights Elementary School's curriculum follows the standards of the Common Core. We utilize the district's ELA programs, which include Project Read, Linguistics, Amplify, and Expeditionary Learning. Our math curriculum, also chosen by the district, is Engage New York. Social Studies themes and standards are integrated into our ELA instruction. Science kits from the East Bay Educational Collaborative incorporate life, earth, and physical sciences. We have faced unique challenges in trying to address all of the needs of our students. Our teachers continue to overcome many obstacles by forging ahead with new materials, making decisions that are data driven, and collaborating as a community to close our gaps.

In the areas of Reading/ELA we utilize a balanced literacy approach, which includes reading, writing, speaking and listening. Our scheduling is vital to ensure that all students are receiving quality core instruction from their classroom teacher in both whole group and small group settings. During the ninety (90) minute block when whole class instruction occurs, teachers spend a portion of the time focusing on a specific phonics skill for k-2, and a linguistics skill for grades 3-5, from which a spelling pattern is utilized during the week. We discovered that this vital piece was not being adequately addressed in our instruction, after closely analyzing our data. In an effort to address the reading needs of our students, we partnered with the Highlander Institute. Through embedded professional development that was identified by a needs assessment, we have been able to implement new teaching and learning strategies that have resulted in closing our students' gaps. Another portion of the block is devoted to speaking and listening. Teacher readalouds generate discussion questions and higher level thinking skills. Engaging literature is used for reading comprehension, vocabulary development and fluency. In addition, grade level social studies standards are embedded within these pieces of literature. At times, the literature may be derived from magazines such as National Geographic and Time for Kids. Topics are read, discussed, and used as a springboard into our writer's workshop. Lastly, during this block, students circulate in small groups through centers that incorporate technology, leveled texts, and direct teacher instruction.

Three times a year, students are given the DIBELS screening assessment. Based on these results, Tier 2 and Tier 3 students are identified. The teacher creates groupings based on the common needs of the students. Students receive small group targeted instruction during the ninety (90) minute block, whether it be intervention or enrichment. In addition, we have a forty-five (45) minute reading intervention block. During the intervention block, the reading specialist and/or special educator support groups of Tier 3 students. These sessions target very specific areas of need based on DIBELS data. Further diagnosis guides the specialists to select a program such as Wilson, Spire, Danco, or Quick Reads to remediate specific areas of need. While these students receive intensive support, the classroom teacher gives strategic support and/or enrichment. Teachers collaborate often with the interventionist, special educators, and various support staff to interpret the data and make decisions. Students are progress monitored two to four times a month on their targeted skill to determine if their intervention should be continued, modified, or discontinued.

Our daily math instruction also occurs during a ninety (90) minute block that is divided into core instruction and small group targeted interventions. Core instruction begins with fluency drills and is followed by the teaching and learning of a math concept. Application problems are presented where students utilize the RDW (read, draw, write) approach to problem solving. The concept development focuses on the new math objective and is presented through direct teacher instruction and facilitation. Students have multiple opportunities to practice new skills with partners, small groups, or independently, while using a variety of manipulatives, visual models, and numerical equations. During the math block, the teacher works with students who have not yet mastered these skills independently. Students are provided with opportunities to show their understanding through the use of formative assessment in the form of exit tickets. The lesson culminates with a wrap-up discussion to share students' understanding and lingering questions.

Students are assessed using easyCBM screeners that are directly aligned to the Common Core State Standards three times a year. This data is used to identify struggling students in Common Core mathematical strands. Teachers use this data to create intervention groups that focus on closing the gaps.

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These intervention groups occur in a twenty (20) minute math block. The math interventionist and special educator work with the most intensive students using activities, games, and tasks from programs such as Math ADDvantage and Origo. At this time, the classroom teacher continues to remediate and enrich students using the workshop model. Students have opportunities to enhance their basic skills using computer programs like Reflex math, Zearn, and IXL. Other stations may include hands-on activities, math games, or enrichment activities such as Think Tank tasks, Context for Learning, as well as problem solving tasks that elicit higher level thinking. The teacher directed center focuses on closing the gaps that became evident through the easyCBM data. At risk students are progress monitored periodically to determine if their intervention should be continued, modified, or discontinued.

While Rhode Island has adopted the Next Generation Science Standards, our district is still in the process of aligning curriculum. In the meantime, we currently follow the Rhode Island GSEs (Grade Span Expectations) with hands-on science kits from East Bay Educational Collaborative. Each grade receives three kits throughout the year, which include an earth, physical, and life science unit. Teachers supplement their curriculum through the use of technology, such as SMART Boards lessons, and literature pieces that integrate the concept. Writing pieces include science notebooks, which allow students to document the scientific method and directed prompts. The district's goal is to have all teachers exposed to the frameworks of the Next Generation Science Standards by the end of this school year.

Our curriculum is aligned with the Common Core State Standards and it is taught with fidelity. To ensure that our students are acquiring target skills, our teachers continuously reflect upon their instruction and collaboratively interpret data in effort to ensure that all of our students access the curriculum and achieve success. This approach has impacted our ability to close achievement gaps in a positive way, which is evident in our students' growth.

2. Other Curriculum Areas:

Kent Heights Elementary School has art, music, physical education/health/nutrition, and library media classes in which every student participates weekly. These are viewed as essential programs that require students to achieve specific grade level standards in addition to providing them with opportunities to further explore and expand their individual interests and strengths. Skills learned in these subjects also support our students in both social/emotional and academic areas.

Over the past several years many exciting things have been happening in the Kent Heights music department. Our music teacher has created a huge social media presence that has garnered national recognition. The 4th-5th grade chorus has thousands of followers who have shared our video performances all over the world. The Kent Heights "Kids Rock Chorus" is also currently the subject of a research study conducted by Oregon State University education professors specifically interested in our music teacher's unique approach and spin to the traditional choral model. Last year, our chorus students starred in a "Benny's" TV commercial and most recently were selected by our local ABC affiliate as this month's "Hometown Hero"

Aside from the Kids Rock Chorus, general k-5 music classes meet each week for forty-five (45) minutes. Our music teacher frequently collaborates with classroom teachers to enhance core instruction. For example, third graders learning about sound waves in their class will construct instruments and evaluate high and low pitches during their music instruction.

Mentors from one of our middle schools offer a performing arts program called PeeWee Players. This opportunity is open to students in grades 1-5. They rehearse once a week for 10 week sessions. The program culminates with a live theatrical performance.

Art instruction occurs once a week for every student in grades kindergarten through five. During classes, students learn and produce projects involving various forms of art media. Students also study and model works of art such as Picasso's use of self-portraits and Van Gogh's textured landscapes. The art teacher utilizes interdisciplinary cross curricular teaching. In addition, students are provided with opportunities to reflect in written expression about their personal works of art. In the area of math, students explore the use

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of tessellations in their creations. The City of East Providence has a Black History month celebration in which our students showcase their works of art in a large display at City Hall.

Physical Education is provided twice a week for each student in grades kindergarten through fifth grade. Due to dual certification, our Physical Education teacher also provides instruction for students requiring adaptive PE. Health and nutrition units are incorporated into weekly classes. Units are developed and aligned with the Common Core, as well as the NASPE (National Association for Sport and Physical Education) to teach skills essential to Physical Education and well-being. Our physical education teacher frequently collaborates with classroom teachers in academic areas to create and connect to the curriculum within the classroom. For example, our kindergarten through second graders are currently studying planets and space in science class. This is further discussed and expanded upon during their Physical Education class, which will then tie into a culminating movement activity.

To further enhance the development of health, students annually participate in the Jump Rope for Heart program. This raises awareness of heart health, while providing students the opportunity to develop coordination and cardiovascular endurance. To date, our school community has raised \$18,000 for the American Heart Association. Additionally, our school partakes in the Supplemental Nutrition Assistance Program sponsored by the Rhode Island Department of Education. Twice a week each student is provided with a snack of fresh fruits and vegetables.

Our students participate in library/media classes once a week with a teacher who has an MLIS (Masters of Library and Information Studies). In addition to expanding upon what is taught in the classroom, there is a focus on folk tales, biographies, and how to use text features to read informational text. Famous authors such as Liz Kessler, have spoken to the students in regards to the writing process and the importance of imagination. Fifth graders are taught the newest online presentation tools such as Padlet and Smore. They are also taught to conduct research using the online database AskRI.

Due to our abundance of technology in each classroom, such as SMART Boards, laptops, Chrome books, Elmos, and iPads, our students are engaged in various types of technology throughout the day. Technology is taught during weekly library/media classes with all students in grades kindergarten through fifth grade. Teachers use an interactive approach with the SMART Board throughout their lessons. Our students use various computer programs daily such as Lexia and Reflex math. We are currently piloting a before school enrichment program for students in grades 3 and 4 in the area of STEM (Science, Technology, Engineering and Math). As part of the STEM club, students use Lego WeDo 2.0 to build and program robots which meet certain criteria in order to carry out various tasks. The students are very excited and engaged. As a result of exposure to a wide range of technology, our students are comfortable independently navigating technology, as they prepare for jobs that don't even exist yet.

Our special subject teachers play a key role in the overall development of our student's social, emotional, and physical well-being, as they reach across content areas to incorporate and align instruction with the CCSS in a fun and unique way. This is another example of the team approach that exists at Kent Heights and how our school community constantly works together to achieve its goals.

3. Instructional Methods and Interventions:

Instruction is delivered in a variety of ways to engage all learners. Teachers use best practices in all areas. Different strategies are incorporated to address the diverse needs of our students.

One scaffolding model that we utilize at Kent Heights is the "I Do, We Do, You Do" model. The lesson is introduced with explicit instruction. Teachers and students collaboratively work in small groups discussing a variety of approaches to solve problems. When appropriate, students are expected to work independently to demonstrate understanding. Student understanding is monitored using formative assessment such as exit tickets. Instruction is teacher directed with an emphasis on peer collaboration and whole group discussions.

A portion of both the math and language arts class is dedicated to the workshop model focusing on student's individual needs. Through a variety of stations, instruction is scaffolded, allowing students to utilize

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technology, as well as enrichment-based activities. Reading groups address the diverse reading levels of our students, which results in differentiated instruction. Special Educators, Reading and Math interventionists, and our ELL teacher all use a variety of models and strategies, including co-teaching with general education classroom teachers and small group instruction to provide our students with multiple opportunities to develop skills.

Kent Heights Elementary School is a data driven school in which math and reading assessments are closely analyzed at all grade levels. Students who show gaps in learning receive intensive instruction by our math and/or reading interventionists on a daily basis that targets specific skills. Interventionists regularly meet with teachers to discuss and evaluate student progress. Every six weeks, students are re-assessed and groups are updated to reflect the results in both reading and math. District wide math and literacy coaches are also available to support teacher and student learning. An additional intervention is our math club which meets bi-weekly for 6-8 weeks. Through the use of data, students are invited to join this program in which teachers focus on specific skills.

Our school also has a Response to Intervention (RtI) team that addresses the needs of students who require additional support. This team is comprised of teachers, support personnel and our administrator who meet to discuss and determine which additional supports are needed. An individualized plan is written and in six weeks the team meets to discuss progress and next steps. Options include increasing or decreasing support, continuing support, or setting up a meeting with parents. One type of RtI support is a pullout reading group with a teacher certified in the Wilson program. This program offers a multi-sensory approach to students with severe reading difficulties.

Through the use of these instructional methods and interventions, our school has been successful in moving our students forward. There is no cookie cutter, one size fits all approach. We use our professional judgment and knowledge of our students to customize their program.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Assessment of student learning plays an important role at Kent Heights Elementary School. It is utilized as an integral part of instruction, as teachers pay close attention to evidence of student learning. The staff meets on a regular basis throughout the year to review and analyze data in order to enhance student progress.

We use DIBELS (Dynamic Indicators of Basic Early Literacy Skills) for reading, as well as the easyCBM assessment for math. The benchmark assessments for both are conducted three times a year. These assessments utilize the systematic process of screening all students on essential skills. Progress monitoring is used for both of these assessments and helps drive instruction and provide differentiated and individualized instruction. Formal data meetings are conducted five times a year with all members of the staff that provide service to the students. State testing is also administered yearly, and the results are analyzed and reviewed regularly. Prior to last year when we began using PARCC, NECAP assessments were administered. During embedded professional development meetings, our faculty identifies and analyzes gaps, and reflects on ways to enhance learning. We identify what we are doing right as well as what needs to be improved. Teachers exchange ideas with regard to formative assessments and discuss instructional strategies that have been found to be successful. Every grade level, from kindergarten to grade five, is included in this important process.

With regard to testing results, parents, students, and the community are informed in a variety of ways. Information about DIBELS and easyCBM testing is shared with families through parent letters, which are sent home three times a year. Teachers also conference with families to discuss benchmark scores. Testing data is displayed on a "data wall" to inform others of classroom and school-wide progress. When state testing scores are released, parents are invited to school and district-wide "report nights."

We use results of assessments to close achievement gaps by having classroom teachers meet every day with small groups of students to address individual needs. Math and reading interventionists provide intensive small group RtI instruction daily to target specific skills. We also offer a before or after school "Math Club" designed for students for whom the data has shown need support.

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PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Throughout the years, our community of teachers have developed various strategies that engage and motivate students. It has always been the goal of the Kent Heights Elementary School staff to create a positive environment that supports the academic, social and emotional needs of all students. Not only do the teachers create a warm and welcoming community, but the leadership has always created an environment where teachers feel valued and appreciated.

The Kent Heights Elementary School staff strives to engage and motivate students by implementing the Positive Behavioral Interventions and Supports (PBIS) program. Through this program students are encouraged to demonstrate positive behavior in various settings such as, hallways, restrooms, lunchroom, recess, buses, at home, and in all learning environments. Students are acknowledged for their positive behavior with tickets that can then be cashed in for various prizes. Prizes include, but are not limited to, lunch with the principal/teachers, extra movement breaks, extra computer time, and free choice from the prize box. Along with PBIS, our school community also recognizes a Student of the Month per classroom. These students have their pictures displayed on a bulletin board and are recognized with a certificate. In order to be chosen for Student of the Month, a student must embody the characteristics of our school motto of Kind, Hardworking and Safe (KHS).

Kent Heights is always looking to further the academic, social and emotional needs of students through a positive environment. During NECAP testing, students in grades K-2 encouraged test taking success in the upper grades by creating posters and letters of encouragement. Every April during Reading Week, Kent Heights participates in a One Book One School event. This brings the community together by having the entire school read one book and participate in themed events all week. Families are encouraged to work together to create a project which is then displayed at the Family Fun Night.

The social and emotional needs of students are also met through a variety of community service projects. Each month the Feinstein committee creates a community service project in which all students and staff participate. The service projects give our students the opportunity to help those who are less fortunate. Students come together to support organizations like the Hope and Faith Drive in which canned goods are donated, bottled water is collected for the Flint, Michigan residents, Jump Rope for Heart, a Thanksgiving food drive, Pennies for Patients, and a winter clothing drive which provides our community with much needed resources. During the holiday season, teachers and staff come together to purchase holiday gifts for students and their siblings whose families are in need through the Gingerbread Program.

Our principal has a vision of creating a welcoming community that is based on unity, mutual respect, and accountability with staff, students, and their families. Our staff thrives from the dedication that ensures that all our classrooms are provided with technology, resources, and support, and knowing that each and every one of our interests are consistently kept in mind. All this creates an optimal environment in which teaching and learning takes place. Weekly bulletins and emails keeps the staff up-to-date on all school events, schedule changes, and gratitude for our hard work and dedication. Our principal leads by example.

2. Engaging Families and Community:

Kent Heights Elementary School recognizes family involvement as essential in educating our students and preparing them for lifelong learning. Schools, families, and communities are all be actively involved in developing strong programs and policies that support the academic success of every student. While student success largely relies on factors like study habits, school attendance and test taking abilities, research shows that family involvement also has a large impact on student achievement in the classroom. Kent Heights strives to involve parents and family members of children of all grade levels, by developing and implementing systemic and school-based strategies and programs.

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The school creates a welcoming climate and effective school-to-home communication by providing families with a school handbook, which includes important school contact information and school policies that outline how to support student work at home. In addition to our annual Meet the Teachers event in September, we hold an annual Kindergarten Orientation program prior to school opening. This provides students and their families with an opportunity to meet teachers, other students and their parents, tour the school and receive information to prepare their children for the start of school. In addition, staff at Kent Heights engage in community outreach to meet families while offering school supplies and resources.

There is a school website available for families where they can access the Common Core State Standards, grading policies, school personnel, school calendar, etc. Messages are regularly communicated home through an automated call messaging system, fliers, Facebook, and blogs. Throughout the year numerous events and programs are held to support family involvement and foster communication, such as Meet the Teacher Night, Family Fun Night, book making night, Parent Café, Parenting Partners, Friends for Lunch, Trading Post, after school programs, and book fairs. We welcome and encourage participation from families in school planning, leadership and volunteer opportunities in many areas including PTA, book fairs, Trading Post, after school programs, school dances, and foster grandparents in which grandparents work within the classroom.

In an attempt to strengthen families' knowledge and skills that support and extend our students' learning in the home and community, Kent Heights offers workshops, meetings, training and materials for families on a variety of academic and social issues such as behavior management through Parenting Partners and reading readiness skills through Fun in the Tub. These activities assist parents in understanding their child's academics in order to assist them effectively at home. During these activities, babysitters and translators are available. The school also collaborates with different community organizations such as Bradley Partnership, Gingerbread Express, E.P. Local Advisory, The Feinstein Junior Scholar Program, Jump Rope for Heart, Girls on the Run, Providence College Girls Soccer Team, and the University of Rhode Island, to increase knowledge of community programs. We provide resource information for mental health counseling, food pantries, medical and dental clinics. to ensure no area of need goes unmet.

We have built relationships with our families where the common goal is to ensure our students meet with success. Our events and activities have motivated us to realize this vision as is evident through our student data and school climate.

3. Professional Development:

We are fortunate to have the ability to choose our own professional development in the East Providence School Department. This is a new system called 'teacher selected' professional development in which teachers and allied professionals participate in twelve (12) hours of professional development outside of the school day in various formats, such as courses, workshops, webinars, and meetings, which correlate to individual needs and interests, as well as district initiatives. Participating in professional development that is offered outside of the regular school day reduces the loss of precious instructional time and allows teachers to collaborate with educators across the district, states, and country. Opportunities to participate in professional development are also offered during the summer months, vacations, and throughout the school year.

There are several benefits of this teacher driven model that are appreciated by the faculty and staff. We have the opportunity to choose professional development that is meaningful, relevant, purposeful, and aligned to the Common Core. Other positive aspects are the flexibility of scheduling, encouraging lifelong learning, exploring learning outside the district, choosing professional development that matches an individual's learning style, and opportunities for diverse learning experiences. Teachers are empowered when they are able to access educational topics they feel will help expand and further promote growth that will lead to academic achievement.

At Kent Heights Elementary School, our collaborative culture fosters an environment in which we are able to participate in professional development opportunities that are embedded and focus on common goals such as data-driven instruction, evidence-based methods of teaching, collaboration, and other school-wide

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initiatives that build capacity, and positively influence teaching and student learning. Data use meetings are routinely conducted to review and analyze DIBELS (reading) and easyCBM (math) data for benchmark/progress monitoring. Writing tasks' scope and sequence are developed and the review of student work samples are used to calibrate scoring and ensure that students are receiving consistent instruction across grade levels. Special Education referrals and eligibility criteria are carefully reviewed and modified as needed. School safety and security protocols for lock-downs and evacuations are reviewed, and mock drills are conducted to ensure that various scenarios are explored. Science NECAP and science curriculum instruction is shared and released items are carefully analyzed to ensure that target skills are taught and the assessment securely and effectively implemented. Health and Wellness training is provided to ensure the safety of our students and staff. For instance, Epipen use, blood-borne pathogens. and first aid training is provided. We have also had cultural sensitivity training at both the district and school level. Effective collaboration during weekly planning meetings provides additional opportunities for teachers to review student work and discuss strategies that work. Pragmatic Communication that focuses on social thinking vocabulary is shared. PARCC assessment results and testing administration are reviewed, as well as calibration and interpretation of results that guide instruction and program development. Our school-wide Positive Behavioral Interventions and Supports (PBIS) initiative for behavior expectations are routinely reviewed and shared with stakeholders.

We also have opportunities to explore professional development within our district. Since the East Providence School Department has adopted the Common Core State Standards, the district has offered a tiered approach to fully prepare our teachers for implementation. This roll out began with the exposure of the standards in order to gain an understanding of what CCSS meant for teaching and learning. This led to curriculum development and continues today with collaboration and reflection. A new literacy curriculum required training for all elementary teachers. Teachers have utilized various writing programs over the years and have been instructed in Step Up To Writing, Writers' Workshop, and Kid Writing. A large focus in the area of math was devoted to providing numeracy tools and training to accommodate the needs of diverse learners. Many teachers were trained in Origo Math, Math ADDvantage, Context for Learning, and Engage New York curricula. An area that needed to be addressed was the over-identification of ELL (English Language Learners) students for Special Education. A workshop for ELL/Special Education teachers focused on the latest methods in distinguishing learning disorders from ELL differences. Sheltered Instruction Observation Protocol (SIOP) training was also taught to ELL teachers to provide techniques and strategies for use with academic content acquisition. Special Education offered numerous topics, ranging from autism to IEP management to CPI training. Our Response to Intervention (RTI) program has grown over the last five years to become an intricate part of our school philosophy. All staff members have participated in professional development opportunities to ensure that we possess the necessary skills to provide interventions to support our students. Lastly, in the area of technology, many hands on trainings take place to assist teachers in implementing Chrome books, SMART Boards, iPad, Elmos, and various software.

Staff participate in various webinars, conferences, and workshops through the East Bay Educational Collaborative, Autism Project, and Bradley Hospital. Some staff are pursuing advanced degrees or certificates and take college courses. Many allied professionals (Speech, OT, PT, nursing, psychologists, social workers, etc.) coordinate their professional licensure requirements with the district's requirements.

This approach of professional development and reflective collaboration allows us the opportunity to not only improve our practices but to better serve our students.

4. School Leadership:

The leadership philosophy at Kent Heights Elementary School is one that focuses on teamwork and collaboration. The leadership at this school is not dependent upon one person, but rather upon a team of educators with a common goal. We strive to provide opportunities for each and every student to reach his/her potential and achieve success. We have a high level of respect for one another throughout the school. We have often been referred to as a 'family' who doesn't hesitate to pitch in when the need arises "with all hands on deck." As a result, every member is responsible for each and every students' academic success and well-being. When any member of the Kent Heights community has a moment to spare, they'll

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help wherever they are needed throughout the school. For example, it would not be unusual to see the Physical Education teacher working with an intervention group wherever she is needed. Due to the collaboration among the educators, the climate is such that there is a high retention of teachers and staff within the school year after year. This high retention of educators contributes to the students overall confidence and comfort of coming to school every day. The leadership team keeps data on all policies, programs, relationships, and resources to improve and support students' achievement. The data is analyzed and dissected until the team agrees upon an action plan that results in success. All committees and teams are unified as one and focus on academic achievement, as well as the culture of the school. As with geese that fly in "v" formation, we share a common direction and a sense of community. For instance, when the lead goose tires, the goose moves back into the formation and another goose takes the lead position leading the skein in a common direction. At Kent Heights there is distributive leadership whereas we share leadership and hard tasks, and are interdependent upon each other's skills, capabilities, and strengths.

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Part VI – INDICATORS OF ACADEMIC SUCCESS

One successful practice that is implemented at Kent Heights is a strong Response to Intervention program that addresses academic and behavioral needs. We approach this program with a team focus, where all members work together to brainstorm ideas that will help our students become more successful. For example, we have a Math Interventionist, a Reading Specialist, and a strong Special Education Support Team who work with our students daily. Every six weeks teachers meet to review and discuss data, intervention strategies, and student progress, which drives instruction. Specialists and teachers work as a cohesive team to build on students' strengths and address their needs.

Our strategy for students achieving academic success starts in September, when students are given benchmark assessments in both reading and math. Based on data, instructional groups are created and follow a specific, personalized focus. This includes enrichment and/or additional daily support for students with the most intensive needs. What makes this strategy so successful is that these groups are constantly monitored and reconfigured based on progression toward the student's goal.

The reason why Kent Heights is noteworthy with our Response to Intervention Program is due to the "all hands on deck" team effort. This collaborative approach of administrators, special subject teachers, volunteers, and support staff creates a positive community environment. Based on the recommendations of the teachers and specialists, all members of the Kent Heights community become involved in administering instruction and interventions. Every member of our team is invested and contributes his/her personal strengths and ideas to scaffold the interventional strategy. This student-centered approach ensures that each child reaches their full academic and social potential.

Community, communication, and constant monitoring of student progress, adjusting instructional strategies and techniques, in addition to our shared goals, priorities, and philosophy is what sets Kent Heights apart.

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